Dear Applicant:

The American Speech-Language-Hearing Association Continuing Education (ASHA CE) team would like to thank you for your interest in becoming an ASHA Approved CE Provider.

This document contains the following:
• Instructions
• Review and Approval Process for the CE Provider Application
• Application Review Fee - Payment Information
• Application including:
  • Course Samples Requirement
  • Cooperative Offerings Requirement
  • Independent Study Requirement
  • ASHA CE Provider Agreement
• Advisement for organizations that offer courses in Auditory Integration Therapy (AIT), Facilitated Communication or Rapid Prompting Method
• Defining the Organization Applying for ASHA Approved CE Provider Status and the Organizational Chart

You first need to familiarize yourself with the contents of the document. The application is organized into 12 sections, each section representing one of the 12 CEB Requirements that your organization must meet in order to be approved as an ASHA Approved CE Provider. Each section begins with the CEB Requirement. Respond to each request in the document or, if necessary, create an attachment. You must also respond to the Course Samples Requirement, Cooperative Offerings Requirement, and Independent Study Requirement. Complete and sign the ASHA CE Provider Agreement. Be sure to submit the application review fee with the completed application.

If you have any questions about the application, please do not hesitate to contact Charisse Diggins at 301-296-5749 or cdiggins@asha.org.

We look forward to receiving and reviewing your application. If accepted as an ASHA Approved CE Provider, your organization will be joining an exclusive group recognized for quality continuing education programs provided to speech-language pathologists and audiologists.
### Instructions for Preparing the ASHA Approved CE Provider Application

<table>
<thead>
<tr>
<th><strong>Step 1.</strong> Confirm you have the current version of the application</th>
<th>If the date of this application form is more than twelve months old, please contact ASHA CE to verify its current acceptability before completing the application.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2.</strong> Read 12 CEB Requirements</td>
<td>There are 12 requirements for ASHA CE Provider Approval. In this application each requirement, related guidelines and required practices are stated followed by items requesting information pertaining specifically to the requirement.</td>
</tr>
<tr>
<td><strong>Step 3.</strong> Conduct a self-assessment to determine organizational readiness to apply for ASHA Approved CE Provider status</td>
<td>Determine your organization’s current degree of compliance with the CEB’s 12 Requirements. Correct the gaps and deficiencies found and then conduct an additional self-assessment to ensure all of the organization’s policies, procedures and processes are compliant with the CEB’s requirements. See Appendix B in the CEB Manual. Note: ASHA CE approves only those organizations that sufficiently demonstrate their ability to meet CEB requirements immediately upon approval. Infrastructure (i.e., financial and human resources as well as policies and procedures) must be in place before making application.</td>
</tr>
<tr>
<td><strong>Step 4.</strong> Prepare responses</td>
<td>Document the procedures and resources your organization has in place to meet all CEB requirements and related required practices. Your organization must provide samples of <strong>three</strong> courses (see Requirement: Course Samples). If you do not have three courses to submit, you must delay application until three courses have been conducted.</td>
</tr>
</tbody>
</table>
| Step 5. Complete the application | • Whenever possible, use the check boxes or insert responses in the text box accompanying the request for evidence.  
• Where requested, create an attachment.  
  • Label each attachment with the response number and letter.  
  • Place attachments after the response requested pertaining to a requirement. For example, attachments related to Requirement 1 would be placed after response 1-8. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 6. Proof read the application</td>
<td>Ask a colleague to review the application to ensure you’ve responded to all of the requests and the response provided addresses ASHA CE’s request.</td>
</tr>
</tbody>
</table>
| Step 7. Photocopy the completed application | Make three (3) copies of the application.  
  
  Send the original and one (1) copy to ASHA.  
  Keep a one (1) copy for your organization. |
| Step 8. Mail the application | Include:  
  1. One original and a copy of the application; and  
  2. Signed Continuing Education Provider Agreement form; and  
  3. The nonrefundable application review fee.  
  
  Mail the application to:  
  Continuing Education  
  American Speech-Language-Hearing Association  
  PO Box 1160 #340  
  Rockville MD 20849 |
ASHA CE Review and Approval Process for the CE Provider Application

1. **Review of Application.** Allow a minimum of 4–6 weeks for ASHA CE to review the application. ASHA CE will contact you directly to report the status of your application (i.e., either Provider status is approved, or additional information is requested). Please note: The typical timeline from receipt of application at the National Office to registering your first course is 3-6 months.

2. **Request for additional information.** If ASHA CE has questions about or needs further clarification regarding any part of the application, you will be asked to provide additional information. If the clarification response is not received within 45 days, you will be notified that review of your application has been terminated. You then have an additional 45 days to provide the additional information or clarification. If you do not respond within the period, the application review is terminated, and the file is closed.

3. **Approval of Application.** When approved, you will receive:
   a. An approval letter (indicating approval for a 5-year period) from ASHA CE;
   b. A CEB Manual;
   c. Assignment of a Provider Manager to your organization (as identified in your approval letter); and
   d. An invoice for the CE Provider annual fee. Note: The Provider annual fee is a calendar year fee. ASHA does not prorate the Provider annual fee. For example, an organization approved in October must pay the annual fee for the year in which approved and will need to pay the following years annual fee by December 31 of the year in which approved.

4. **Activation of Provider status.** Your organization may begin registering courses for ASHA CEUs after the CE Provider annual fee is paid and the ASHA CE administrator has completed an orientation to the process of registering courses and reporting offerings. This orientation includes an online tutorial, as well as a comprehensive onboarding process with designated ASHA CE staff.

5. **Applicants that are denied Provider status.** Applicants who do not provide adequate evidence of meeting the CEB requirements will not be approved. The reasons for denial of Provider approval will be specified in writing to the applicant. The applicant may appeal ASHA CE’s decision. The first level of appeal is a request for reconsideration by the entire CEB. If the CEB sustains its negative decision, the applicant then may appeal the decision to the ASHA’s Board of Directors.

- Contact Charisse Diggins (301-296-5749 or cdiggins@asha.org) if you have questions during the application process.
ASHA Approved CE Provider Application - Review Fee Payment Information

Organization’s name: ____________________________________________

Street address: ________________________________________________

City: ___________________________ State: ____ Zip: _____________

Country: _____________________________________________________

Telephone number: ________________________________

☐ $1000 Standard application review fee for applications

☐ $2175 Expedited application review fee for applications
   An organization may obtain an expedited review of its application. Expedited applications receive a response from ASHA CE within 2 weeks of receipt of the application. Any subsequent clarifications provided by applicant are also reviewed within 2 weeks of receipt.

☐ Enclosed please find a check made payable to ASHA

☐ Please charge my ☐ Visa ☐ MasterCard ☐ Discover

Account Number: ___________________________ Expiration Date: ________

Name on Account: _______________________________________________

Signature: _____________________________________________________
American Speech-Language-Hearing Association (ASHA)
Application for ASHA CE Provider Approval

Applicant Information

Name of the organization applying for Provider status (read the following before responding):
1. Large entities (such as a medical center, a university, rehabilitation companies, etc.) may apply on behalf of the entire organization or on behalf of a division, school or some smaller unit of the larger organization. For example, the applicant could be: 1) The University of Dell; 2) The University of Dell, School of Health Professions, or 3) The University of Dell, Department of Communication Sciences and Disorders, etc.
2. The applicant name should be the name used when promoting/advertising your courses. Include doing business as names or brands, if appropriate.
3. The applicant name is the name of the organization that the continuing education is created for; not the name of the unit within the organization creating the continuing education.

Street address: ________________________________
City: __________________ State: ______ Zip: ______

Country: ________________________________

Telephone number: ________________________________

Organization’s e-mail address: ________________________________

Organization’s Web address: ________________________________

Individual designated as CE administrator (as indicated in response 2-2):

__________________________________________
Demonstration of Applicant's Ability to Meet CEB Requirements

Requirement 1: Organization

The Provider (organization) must have an identifiable continuing education group or unit with assigned responsibility for administering continuing education courses.

Guidelines

The continuing education group or unit is clearly identified within the Provider's organizational structure. The courses of the group/unit should support the organization's mission. This support may be evidenced by the group's/unit's own mission statement or by a similar document that defines the group's/unit's responsibilities.

Large complex organizations in which continuing education is conducted by various parts of the organization may choose to seek initial and ongoing Provider approval for specific divisions, departments, colleges, or units, rather than for the entire organization. Whenever an applicant seeks ASHA Approved CE Provider status for more than one group/unit in an organization, it is the responsibility of the applicant to clearly identify the units and their relationship (fiscal, human, and physical resources) to each other and the entire organization.

Required Practices

1.1 The administrative group/unit responsible for continuing education is clearly identified within the organization.

1.2 Assigned responsibilities of the continuing education group/unit support the organization's mission.

1.3 The group/unit administers continuing education programs as indicated in the group's/unit's mission statement or similar document.

1.4 There is a sense of stability and permanence to the organization and the continuing education group/unit.

1.5 The organization has sufficient fiscal, human, and physical resources to support the continuing education group/unit and program, as well as its continued improvement.

1.6 The organization and its staff demonstrate high standards of professional conduct and respect the rights and worth of the individuals served.

1.7 The organization has established written policies concerning the criteria for (a) refund of fees in the event a program is canceled or rescheduled by the Provider,
Requirement 1 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

1-1 Provide the following information about the organization (using the organization’s name supplied in the application information section of the application):
   (a) Mission statement. Attach and label as 1-1 (a).
   (b) Purpose of organization. Attach and label as 1-1 (b).
   (c) Name of the CE unit within the organization. Attach and label as 1-1 (c).
   (d) An organizational chart(s) illustrating the departments/components making up the entity applying for ASHA Approved CE Provider status. The information provided defines the departments or groups that the CE unit works with to develop, implement and evaluate courses. Be sure to depict where the CE unit fits into the applicant organization as well as the structure of CE unit.
      ▪ Overall structure of the organization applying for Provider approval: The chart should depict, at the highest level, the leadership and reporting departments/units/divisions/groups/positions.
      ▪ Structure of the unit responsible for CE: Highlight on the chart where responsibility for planning, implementing and evaluating continuing education is assigned and depict all of the positions (to include proposed CE Administrator and the CE Content Consultant, if applicable) within that department/unit/division/group (that is, a detailed depiction of CE unit).

Note: Positions identified as part of the CE unit on the organizational chart should also be found in the response to item 1-1(e) and they should have a role defined in item 2-1.

Please see appendix “Defining the Organization Applying for ASHA Approved CE Provider Status” for more information. Attach and label as 1-1(d).
(e) Complete the grid below by identifying the positions (human resources) assigned to the CE unit. *Positions identified in this response should also be found on the organizational chart (item 1-1(d) and they should have a role defined in the item 2-1.)*

<table>
<thead>
<tr>
<th>Title (e.g., Director of CE)</th>
<th>Individual’s name (e.g. Sally Smith)</th>
<th>Relationship to organization (check only one)</th>
<th>Role in the planning, implementation and evaluation of CE (e.g., responsible for conducting needs assessment and working with instructors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Employee</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volunteer</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract position</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other, please describe:</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employee</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volunteer</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contract position</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other, please describe:</td>
<td>□ Employee \n □ Volunteer \n □ Contract position \n □ Other, please describe: ____________</td>
</tr>
</tbody>
</table>
If your organization uses groups (e.g., advisory board, committees, etc.) to guide or provide input to the CE programming, please complete the grid below by identifying the groups assigned to the CE unit. Any group used by the CE unit should be found on the organizational chart submitted. (item 1-1(d)).

<table>
<thead>
<tr>
<th>Name of group (e.g., CE advisory board)</th>
<th>Titles and names of the members of the group (e.g., VP for Education, Barbara Smith)</th>
<th>Group members’ relationship to organization</th>
<th>Role in the planning, implementation and evaluation of CE (e.g., responsible for conduct needs assessment and working with instructors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Contract positions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>□ Combination of staff/volunteers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>□ Other, please describe:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1-2 If approved to be a Provider, we agree to allocate sufficient fiscal and physical resources to support the continuing education unit and program, as well as its continued improvement.

☐ Agree

1-3 Provide the following information about the applicant organization:

(f) Does the CE unit have its own mission statement?

☐ Yes. Attach and label as 1-1(f).

☐ No, mission statement of organization is the mission of the CE unit.

(g) Explain how the responsibilities of and courses conducted by the CE unit support the mission of the organization. Attach explanation and label as 1-1(g).
(a) We have conducted **speech-language pathology or audiology** CE courses for ____ years. If less than one year, when did your organization begin offering CE courses to speech-language pathologists or audiologists? _____

(b) We have offered _____ CE courses to speech-language pathologists or audiologists in the past 12 months.

(c) Total number of speech-language pathologists and/or audiologists participants in our courses in the past 12 months: _____

(d) How many CE courses targeting speech-language pathologists or audiologists does your organization plan to offer in the next 12 months? _____

(e) Do you or do you plan to offer self-study (i.e., asynchronous) courses? ☐ Yes ☐ No

1-4 If approved to be a Provider, we agree that the organization and its staff will demonstrate high standards of professional conduct and respect the rights and worth of the individuals served.

☐ Agree

1-5 Does your organization charge registration fees for its speech-language pathology and audiology continuing education courses?

☐ Yes

☐ Sometimes. Attach explanation and label as 1-5.

☐ No

If yes or sometimes, please provide the following:

(a) Your organization's written policy for the refund of fees in the event a program is canceled or rescheduled by your organization. Attach and label as 1-5(a).

(b) Your organization's written policy for the refund of fees when a participant cancels his/her registration. Attach and label as 1-5(b).

(c) Promotional materials or registration confirmations or other documentation showing how your cancellation and refund policies are communicated to participants. If you are not currently making this information available, create and submit examples (do not send hyperlinks or narrative descriptions) to demonstrate how you plan to comply with this requirement. Attach and label as 1-5(c).

1-6 Provide the following information:

(a) Your organization’s written policy for the resolution of complaints from individuals not satisfied with the organization’s continuing education services or programs. Attach and label as 1-6 (a).
(b) Promotional materials or registration confirmations or other documentation showing how your complaint policy is communicated to participants. If you are not currently making this information available, create and submit examples (do not send hyperlinks or narrative descriptions) to demonstrate how you plan to comply with this requirement. Attach and label as 1-(b).

1-7  Indicate the ways your organization notifies registrants of changes in program, instructor, dates, location or cancellation. (Check all that apply)

☐ Email
☐ Mail
☐ Website announcement
☐ Phone call
☐ Other (Attach description and label as 1-7).

1-8  If approved to be a Provider, we agree to retain all information related to CE course planning and registration for a period of 7 years.

☐ Agree

Place Requirement 1 responses that could not be inserted following the item(s) after this page and before the Requirement 2 responses. Be sure to label attachments with the response number.
Requirement 2: Responsibility and Control (Administration)

The Provider (organization), through its continuing education group/unit, ensures that the Continuing Education Board (CEB) requirements and procedures are followed.

Guidelines

Written internal policies should clearly show that the continuing education (CE) group/unit has the authority and responsibility to establish and implement review procedures that ensure that CE courses continually meet the ASHA Continuing Education Board's requirements. In jointly offered programs, assurance that requirements are met is the responsibility of the ASHA Approved CE Provider.

There should be designated professionals within the organization who have authority to administer and coordinate an organized schedule of CE courses. Sound administrative practices are a prerequisite for maintaining and continuously improving the quality of CE courses.

The organization will designate one person from the organization as the ASHA CE administrator. The CE administrator is the liaison and contact person between the Provider organization and ASHA CE. The professional designated by the organization as the CE administrator is responsible for seeing that all CEB requirements and procedures are followed.

If the CE administrator is neither an ASHA member nor a holder of one of the ASHA Certificates of Clinical Competence (i.e., certified by ASHA), the organization must designate a CE Content Consultant who is an ASHA-certified speech-language pathologist; audiologist; speech, language, or hearing scientist; and/or ASHA member. The CE Content Consultant must be involved in all continuing education course planning, implementation, and evaluation.

Required Practices

2.1 Internal policies of the organization clearly indicate that there is a review process, with oversight by the ASHA CE administrator that ensures adherence to the CEB's requirements, including deadlines for submission of reports, forms, participant credit, etc.

2.2 The review process, authority, and responsibility for adherence to CEB requirements is conducted by an individual who has sound working knowledge of the CEB requirements and the professions of speech-language pathology and audiology.
2.3 The individual designated as the ASHA CE administrator should be an ASHA-certified speech-language pathologist, audiologist; speech, language, or hearing scientist; and/or ASHA member. If the CE administrator is neither an ASHA member nor certified by ASHA, the organization must designate a CE Content Consultant who is a certified speech-language pathologist; audiologist; speech, language, or hearing scientist; and/or an ASHA member. The CE Content Consultant must be involved in all CE course planning, implementation, and evaluation and designated as the CE Content Consultant.

2.4 The review process incorporates the latest revisions in CEB requirements, policies, procedures, and guidelines.

2.5 If an ASHA Approved CE Provider agrees to offer a course with an organization that is not an approved provider, the Approved Provider must ensure adherence to the 12 CEB requirements. Such assurance requires that the Provider be significantly and directly involved in the planning, promotion, implementation, evaluation, and reporting of that course.

Requirement 2 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

2-1 Provide the review process your organization has established to ensure continuous adherence to all CEB requirements and oversight by the ASHA CE administrator. You may

a). Provide your existing CE program and course review process that has been modified to include all CEB requirements, individual responsible for the task, and the time frame in which the task is to be accomplished. Attach and label as 2-1(a).

Or,

b). Complete the grid below and use this as your CE program and course review process.

Positions identified in this response should also be found on the organizational chart (item 1-1(d)) and the item 1-1(e) response.

The timeline in the grid below should be representative of the process you use for course types offered most frequently. No need to depict every possible scenario.
<table>
<thead>
<tr>
<th>Task</th>
<th>CEB requirement</th>
<th>Responsible individual (by title) or group <em>(Please ensure that all positions named here are also named in question 1-1 (e))</em></th>
<th>When is this task begun or addressed? <em>Be specific, use number of months or weeks or days</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review organizational chart and CE unit staffing</td>
<td>Req. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review budget and forecast CE courses</td>
<td>Req. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review organization’s CE policies; update as needed</td>
<td>Req. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporate changes in CEB requirements, policies, etc. into review process</td>
<td>Req. 2</td>
<td>Upon notification from ASHA CE</td>
<td></td>
</tr>
<tr>
<td>CE administrator qualifications reviewed</td>
<td>Req. 2</td>
<td><em>(Name of the individual who supervises the CEA item 2-3)</em></td>
<td></td>
</tr>
<tr>
<td>CE content consultant qualifications reviewed</td>
<td>Req. 2</td>
<td><em>(if appropriate, see item 2-3)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Organization and Responsibility**

**Course Planning Procedures**

**These tasks occur when planning a course**

<table>
<thead>
<tr>
<th>Task</th>
<th>CEB requirement</th>
<th>Responsible individual (by title) or group (Please ensure that all positions named here are also named in question 1-1 (e))</th>
<th>When is this task begun or addressed? <em>Be specific, use number of months or weeks or days</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the learning needs of target audience</td>
<td>Req. 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine learning outcomes based on identified needs</td>
<td>Req. 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage financial and in-kind support, exhibits &amp; advertising</td>
<td>Req. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propose planning staff and instructor(s)</td>
<td>Req. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify course planner and instructional personnel relevant financial and nonfinancial relationships</td>
<td>Req. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>CEB requirement</td>
<td>Responsible individual (by title) (Please ensure that all positions named here are also named in question 1-1 (e))</td>
<td>When is this task begun or addressed? Be specific, use number of months or weeks or days</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Review and resolve planner/instructional personnel relevant</td>
<td>Req. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationships through disclosure or disqualification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make final selection of planners and instructor(s)</td>
<td>Req. 7</td>
<td>(Can only take place after reviewing disclosures and resolving conflicts of interest)</td>
<td></td>
</tr>
<tr>
<td>Establish content and instructional methodology</td>
<td>Req. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and select appropriate and accessible facilities</td>
<td>Req. 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine learning resources needed to accomplish the learning</td>
<td>Req. 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish satisfactory completion requirements for course</td>
<td>Req. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish method for attendance documentation</td>
<td>Req. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine learning assessment procedures outcomes</td>
<td>Req. 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop course evaluation procedures</td>
<td>Req. 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop time-ordered agenda</td>
<td>Req. 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculate number of ASHA CEUs</td>
<td>Req. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine if partial credit will be allowed and establish criteria</td>
<td>Req. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>CEB requirement</td>
<td>Responsible individual (by title) (Please ensure that all positions named here are also named in question 1-1 (e))</td>
<td>When is this task begun or addressed? Be specific, use number of months or weeks or days</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Course Planning Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>These tasks occur when planning a course</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide required disclosures to learners prior to conducting course</td>
<td>Req. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce promotional materials according to CEB requirements (to include required disclosures)</td>
<td>Req. 1, 3 and 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Account for special needs request</td>
<td>Req. 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete and submit Course and Offering Registration form and applicable attachments within deadlines</td>
<td>Req. 4</td>
<td>Proposed ASHA CE Administrator</td>
<td>Submit no fewer than 15 days prior to start date for Provider-initiated course, and no fewer than 30 days prior to start date cooperative courses</td>
</tr>
<tr>
<td>Identify relevant financial and nonfinancial relationships that have developed after course planning and prior to course delivery</td>
<td>Req. 3</td>
<td></td>
<td></td>
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<tr>
<td>Check with instructor(s) prior to course delivery and ask if there have been changes in relevant relationships. Review, resolve and update instructional personnel disclosure statements, as needed.</td>
<td></td>
<td></td>
<td>Time period here must match the time period indicated in response to 3-2(a)</td>
</tr>
<tr>
<td>Task</td>
<td>CEB requirement</td>
<td>Responsible individual (by title) (Please ensure that all positions named here are also named in question 1-1(e))</td>
<td>When is this task begun or addressed? Be specific, use number of months or weeks or days</td>
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<tr>
<td><strong>These tasks occur during the conduct of the course</strong></td>
<td></td>
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<tr>
<td>Announce or provide instructional personnel disclosure</td>
<td>Req. 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announce or provide written disclosure of course satisfactory completion requirements</td>
<td>Req. 10</td>
<td></td>
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<tr>
<td>Monitor instructor performance</td>
<td>Req. 7</td>
<td></td>
<td>During the course</td>
</tr>
<tr>
<td>Maintain attendance record</td>
<td>Req. 4</td>
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<tr>
<td>Conduct learning assessment</td>
<td>Req. 11</td>
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<tr>
<td>Conduct course evaluation</td>
<td>Req. 12</td>
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<tr>
<td>Disseminate and collect ASHA CEU Participant forms</td>
<td>Req. 4</td>
<td></td>
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<tr>
<td><strong>Course Reporting Procedures</strong></td>
<td></td>
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<tr>
<td><strong>These tasks occur after the course</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Check ASHA CEU Participant forms against attendance</td>
<td>Req. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare Course Offering Report form</td>
<td>Req. 4</td>
<td></td>
<td>Complete no later than 45 days of the course’s end date</td>
</tr>
<tr>
<td>Prepare and submit Course Offering Report form within deadlines</td>
<td>Req. 4</td>
<td>Proposed ASHA CE Administrator</td>
<td>Submit no later than 45 days of the course’s end date</td>
</tr>
<tr>
<td>Prepare and submit ASHA CEU Participant forms within deadlines</td>
<td>Req. 4</td>
<td>Proposed ASHA CE Administrator</td>
<td>Submit no later than 45 days of the course’s end date</td>
</tr>
<tr>
<td>Task</td>
<td>CEB requirement</td>
<td>Responsible individual (by title) (Please ensure that all positions named here are also named in question 1-1 (e))</td>
<td>When is this task begun or addressed? Be specific, use number of months or weeks or days</td>
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<tr>
<td>Maintain course participation records for 2 years</td>
<td>Req. 4</td>
<td></td>
<td>Retain for minimum of 2 years</td>
</tr>
<tr>
<td>Review course roster from CE Registry</td>
<td>Req. 4</td>
<td></td>
<td>Immediately upon receipt of roster from ASHA CE</td>
</tr>
<tr>
<td>Provide instructor(s) with feedback on performance</td>
<td>Req. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze course evaluation data</td>
<td>Req. 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2-2 (a) Identify the person who will be the ASHA CE administrator and who will be responsible for the review process and adherence to CEB requirements. *This individual serve as the organization’s sole liaison and must be routinely available to respond to requests from ASHA CE.*

Name of ASHA CE administrator

His or her title in your organization

ASHA membership/certification number (if applicable)

(b) Describe that person's qualifications, particularly experience in the area of continuing education course planning and working knowledge of the professions of speech-language pathology and audiology. Attach and label as 2-2(b).

(c) Provide a current resume or vita. Attach and label as 2-2(c).

(d) If the person who will be the ASHA CE administrator is not an employee, please describe his/her relationship to the organization. Attach and label as 2-2 (d).

2-3 Identify the individual to whom the proposed ASHA CE Administrator (2-2) is responsible regarding the organization’s continuing education program for speech-language pathologists and audiologists.

Name: ____________________________ Title: ____________________________
Telephone number: ____________________ E-mail address: ____________________

2-4

(a) If the ASHA CE administrator is not an ASHA member or certified by ASHA, provide the name of the person who is an ASHA member and/or certified by ASHA and who will be involved in your organization's CE course planning, implementation, and evaluation. This individual is called an ASHA CE content consultant.

Name of ASHA CE content consultant

His or her title in your organization

ASHA membership/certification number

(b) Describe that person's experience in, and working knowledge of, the professions of speech-language pathology and audiology and his/her continuing education course planning experience. Attach and label as 2-4 (b).

(c) Provide a current resume or vita. Attach and label as 2-4(c).

(d) Describe that person's professional relationship to your organization (e.g., paid consultant, staff in another unit of the organization). Attach and label as 2-4 (d).

Place Requirement 2 responses that could not be inserted following the item(s) after this page and before the Requirement 3 responses. Be sure to label attachments with the response number.
Requirement 3: Transparency in Course Planning, Delivery, and Marketing

The Provider (organization) must focus their courses on scientific and professional education, not product or service promotion. The Provider must have processes to resolve and disclose conflicts of interest. These processes must also address the management and disclosure of financial and in-kind support of CE courses. Additionally, the Provider must appropriately manage exhibits and advertising associated with CE courses.

Guidelines

The purpose of having processes to manage financial and in-kind support, exhibits/advertising, and conflicts of interest is to ensure that learners are informed of situations that might influence the content or presentation of courses. Disclosure contributes to a transparent relationship between providers and presenters of continuing education and consumers of that education.

Required Practices

3.1 The Provider must ensure that CE course content and the presentation focus on the science and/or contemporary practice of speech-language pathology and/or audiology. Attempts to persuade organizations and individuals involved in planning, implementing, or evaluating the course to favor, recommend, purchase, use, or promote a particular product, equipment, device, or service are not permitted. Likewise, attempts to persuade learners of the same are not permitted in courses offered for ASHA CEUs.

3.1.a The Provider must ensure that the sale or promotion of products or services are not the focus of CE course content and related materials.

Product and service promotion should not influence the following decisions:
(a) Identification of learning needs;
(b) Determination of learner outcomes;
(c) Selection and presentation of content;
(d) Selection of all persons and organizations that will be in a position to control the content of the course;
(e) Selection of educational methods;
(f) Assessment of learning outcomes;
(g) Evaluation of the course;
(h) Selection of facilities.

3.1.b Providers who offer courses about products or services or jointly plan courses with an organization that has products or services:
(a) Must provide information in a scholarly manner regarding (1) theoretical aspects related to the product or service and/or (2) the details of operation.
(b) Must disclose prior to the course that there will be limited, or no information provided about similar products or services when a course is focused on a specific product or service. Conversely, when a specific product or service is not
presented, the use of trade or product names from several companies will be considered.

3.2 The Provider must have a written process in place to (1) identify relevant conflicts of interest, (2) determine if the existence of those conflicts of interest disqualifies an individual from being involved in the course planning and delivery, and (3) disclose conflicts of interest to learners. Conflicts of interest in continuing education arise when financial and/or nonfinancial considerations, relevant to the course content, compromise or have the potential to compromise professional judgment.

3.2.a The Provider must document that each individual developing and/or delivering course content has disclosed, prior to and during course planning, all existing and relevant financial and nonfinancial relationships.

3.2.b The Provider must have a process to identify relevant financial and nonfinancial relationships that have developed after course planning and prior to course delivery.

3.2.c Any individual involved in developing and/or delivering course content who refuses to disclose relevant financial and nonfinancial relationships will be disqualified and cannot have control of, or responsibility for, the planning, management, presentation, or evaluation of the CE course.

3.2.d The Provider must have a process to determine whether relevant conflicts of interest disqualify the individual from participation in course planning and/or delivery or if the conflicts may be resolved through disclosure.

3.2.e The Provider must have a process for disclosing relevant conflicts of interest for all instructional personnel.

3.2.f The Provider must ensure that instructional personnel disclosure is available to potential registrants in promotional efforts and at the start of the course.

3.2.g The Provider must ensure that the following information is disclosed to learners:

- The name of the instructional personnel;
- Relevant financial relationship(s): Listing the name of the organization and the type of financial relationship; and/or
- Relevant nonfinancial relationship(s): Listing the name of the organization and the type of nonfinancial relationship; or
- No relevant financial or nonfinancial relationships exist.

3.3 The Provider must manage and disclose all financial and in-kind support given by other organizations that is used to pay all or part of the costs of the CE course.

3.3.a The Provider must make all decisions regarding the allocation and disbursement of funds received from other organizations.
3.3.b The Provider must be able to produce accurate and detailed written documentation of:
- Names of organizations that provided financial and/or in-kind support,
- Dollar amount received from each organization,
- Monetary value and description of in-kind support received,
- How the money and in-kind support were used.

3.3.c As a condition of receiving financial and in-kind support, a Provider is not required to accept advice or services from contributing organizations concerning planners, instructional personnel, learners, course content, planning, implementation, or evaluation.

3.3.d If payment for planners and instructional personnel is involved, it must come directly from the Provider or cooperative party (or parties) involved in course content development, not from the other organization(s) providing financial or in-kind support for the CE course.

3.3.e The Provider may use financial or in-kind support received from other organizations to pay for travel, lodging and other expenses for learners. The Provider must manage the disbursement of this assistance.

3.3.f The names of other organizations contributing financial and in-kind support must be disclosed to learners prior to the beginning of the CE course.

3.4 The Provider must appropriately manage exhibits and advertisements associated with a CE course.

3.4.a The Provider controls decision making over placement of exhibits and advertisements and the time and place of social events or meals.

3.4.b Promotional activities, such as exhibits, commercial presentations, and printed or electronic advertisements, are prohibited in the physical or virtual location where CE courses are conducted. Likewise, promotional activities are prohibited as part of the instructional portion of CE courses. For example:
- Live, face-to-face CE courses: Display or distribution of advertisements and promotional materials is prohibited in the instructional space where the CE course is conducted.
- Print-based CE courses: Advertisement and promotional materials are prohibited within the pages of the CE content. Advertisements and promotional materials may face the first or last pages of printed CE content.
- Web/computer-based CE courses: Advertisements and promotional materials are prohibited on the screen, the web page, or as “pop-ups” where the CE content is displayed.
• Recorded CE courses: Advertisements and promotional materials are prohibited within the CE course. There will be no “commercial breaks.”

3.4.c Providers must ensure that products, equipment, or devices used in conducting the course are not sold or marketed as part of the instructional portion of the CE course.

3.4.d Print or electronic information distributed about the CE course that is not directly related to the transfer of education to the learner, such as schedules and content descriptions, may include product, service, or organizational promotion or product-specific advertisements.

3.4e Print or digital course descriptions, promotional materials or advertisements must adhere to the following requirements:
• When referencing the credit offered, the specific types of CEUs, credit, or hours must be identified. For example, use the phrase “ASHA CEUs: versus “CEUs.”
• Advertising cannot include the phrase “free ASHA CEUs,” or any language implying or suggesting that the awarding of ASHA CEUs is free.
• The word “free” may be used when advertising a course that has no registration fee.
• If course registration is free, but the purchase of an item related to the course is required to participate in the course—for example, a book or a device—then this must be disclosed to the learner prior to their registering for the course.
• The acronym “CEU” should not be used to mean “course.” For example, say “New courses for ASHA CEUs” versus “New CEUs.”

Requirement 3 – Responses
Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

3-1 If approved to be a Provider, we agree to ensure that:
(a) CE course content and the presentation focus on the science and/or contemporary practice of speech-language pathology and/or audiology and NOT on the marketing of a product or service.
☐ Agree

(b) Information is provided in a scholarly manner regarding (1) theoretical aspects related to the product or service and/or (2) details of operation when the CE course focuses on a specific product or service.
☐ Agree

(c) It will be disclosed prior to CE courses focused on a specific product or service that there will be limited, or no information provided about similar products or
services. Conversely, when a specific product or service is not presented, the use of trade or product names from several companies will be considered.

☐ Agree

3-2 It is required that your organization have a written process in place to identify, resolve, and disclose conflicts of interest. If your organization does not currently have processes addressing these areas, you will need to develop and implement processes prior to submitting this application.

Resources are available on our website to help your organization develop compliant processes at [http://www.asha.org/uploadedFiles/CE-Provider-Conflict-Policy.pdf](http://www.asha.org/uploadedFiles/CE-Provider-Conflict-Policy.pdf)

If you choose to use this document, be sure to personalize the document before including in the application.

(a) Provide your organization’s written process to identify relevant financial and nonfinancial relationships. Attach and label as 3-2 (a). This process must address and state the following:

- How you obtain information prior to and during course planning about all existing and relevant financial and nonfinancial relationships from each individual developing and/or delivering CE course content (see Required Practice 3.2.a);
- How you identify relevant financial and nonfinancial relationships that have developed after course planning but prior to course delivery (see Required Practice 3.2.b);
- That individuals who refuse to complete a disclosure form will be disqualified and may not have control of, or responsibility for, the planning, management, presentation, or evaluation of the CE course (see Required Practice 3.2.c).

(b) Please provide your organization’s instructor/course planner disclosure form(s). Attach and label as 3-2 (b).

Example disclosure forms [http://www.asha.org/CE/for-providers/admin/Instructional-Personnel/Planner-Disclosure/#Disclosure](http://www.asha.org/CE/for-providers/admin/Instructional-Personnel/Planner-Disclosure/#Disclosure). If you choose to use either form, please be sure to personalize before submitting with the application.

(c) Provide your organization’s written process to resolve identified conflicts of interest (see Required Practice 3.2.d). Insert into this document or attach; label as 3-2(c). This process must address the following 2 items:

- The actions your organization takes to determine if a conflict of interest disqualifies an individual from participation in course planning and/or delivery;
- The actions your organization takes to determine if a conflict of interest can be resolved by disclosure of the conflict to potential registrants and course attendees.
(d) Provide your organization’s **written process for disclosing** the instructional personnel relevant financial or nonfinancial relationship(s) or lack thereof (see Required Practices 3.2.e–g). Attach and label as 3-2 (d). This process must address:

- How you make disclosure available to potential registrants in promotional efforts (see Required Practice 3.2.f);
- How you make disclosure available at the start of the course (see Required Practice 3.2.f);
- How you ensure the disclosures include the following elements (see Required Practice 3.2.g):
  - Name of the instructional personnel;
  - Relevant financial relationship(s): Listing the name of the organization and the type of financial relationship;
  - Relevant nonfinancial relationship(s): Listing the name of the organization and the type of nonfinancial relationship;
  - If no relevant financial or nonfinancial relationships exist, that should be stated.

3-3 If approved to be a Provider, we agree to manage and disclose financial and in-kind support given by other organizations that is used to pay all or part of the costs of the CE course by:

(a) Making all decisions regarding the allocation and disbursement of funds received from other organizations.  
   - Agree

(b) Keeping accurate and detailed written documentation of:
   - Names of organizations that provided financial and/or in-kind support,
   - Dollar amount received from each organization,
   - Monetary value and description of in-kind support received,
   - How the money and in-kind support were used.  
   - Agree

(c) Communicating with organizations contributing financial and in-kind support that we are not required to accept advice or services from them concerning planners, instructional personnel, learners, course content, planning, implementation, or evaluation.  
   - Agree

(d) Ensuring that when payment for planners and instructional personnel is involved, payment comes directly from the Provider or cooperative party (or parties) responsible for course content development, not from the other organization(s) providing financial or in-kind support for the CE course.  
   - Agree
(e) Managing the disbursement of financial or in-kind support received from other organizations to pay for travel, lodging, and other expenses for learners when applicable.
   □ Agree

(f) Disclosing the names of other organizations contributing financial and in-kind support to learners prior to the beginning of the CE course.
   □ Agree

3-4 If approved to be a Provider, we agree to appropriately manage exhibits and advertisements associated with a CE course by:

(a) Maintaining decision-making control over the placement of exhibits and advertisements and the time and place of social events and meals.
   □ Agree

(b) Prohibiting promotional activities in the physical or virtual location where CE courses are conducted.
   □ Agree

(c) Ensuring that products, equipment, or devices used in conducting the course are not sold or marketed as part of the instructional portion CE course.
   □ Agree

(d) Print or digital course descriptions, promotional materials or advertisements will adhere to the following requirements:
   When referencing the credit offered, the specific types of CEUs, credit, or hours will be identified.
   □ Agree

   Advertising will not include the phrase “free ASHA CEUs,” or any language implying or suggesting that the awarding of ASHA CEUs is free. The word “free” will only be used when advertising a course that has no registration fee.
   □ Agree

   If course registration is free, but the purchase of an item related to the course is required to participate in the course—for example, a book or a device—then this will be disclosed to the learner prior to their registering for the course.
   □ Agree

   The acronym “CEU” will not be used to mean “course.”
   □ Agree
Place Requirement 3 responses that could not be inserted following the item(s) after this page and before the Requirement 4 responses. Be sure to label attachments with the response number.
### Requirement 4: System for Offering and Verifying Continuing Education Units

The Provider (organization) has an established procedure to identify participants who meet requirements for satisfactory completion of the course and who are qualified to earn ASHA Continuing Education Units (CEUs). There is also a system for maintaining permanent participant records for a period of at least 2 years.

### Guidelines

The ASHA CE administrator verifies and reports that each participant has (or has not) met the specified requirements for satisfactory completion of the course and is (or is not) eligible to be awarded ASHA CEUs. Only learners who successfully complete a program or course are awarded ASHA CEUs. This information, verified by the ASHA CE administrator, is reported to ASHA CE.

The Provider is expected to retain a record of each participant who successfully completes a course for ASHA CEUs and the number of ASHA CEUs earned. The record may be copies of the ASHA CEU Participant Forms (originals are submitted to ASHA), attendance rosters, typed or handwritten lists, or other documentation developed by the Provider to maintain the names of participants earning ASHA CEUs and the number of ASHA CEUs to be awarded.

Records must be maintained for a minimum of 2 years from the completion date of the course offering. These records are used by the Provider to verify and check the course roster sent to the Provider by the ASHA CE Registry. The system also ensures that back-up records are available in the event that original ASHA CEU Participant Forms are damaged, incorrect, or in the event that they never reach the ASHA CE Registry.

### Required Practices

**4.1** The Provider uses the internationally recognized quantitative measure, the Continuing Education Unit (CEU), to record learner participation.

**4.2** The Provider has a process for calculating the number of ASHA CEUs available for each course. Sixty minutes or 1 clock hour is equal to 0.1 ASHA CEU. Ten clock hours equal one (1.0) ASHA CEU. Increments of less than an hour are rounded down to the nearest half-hour or hour when computing the total number of ASHA CEUs for a course.

**4.3** In courses in which the method of educational delivery does not lend itself to easy translation to 1.0 ASHA CEU for 10 contact hours, the method of assigning credits should be described, and the Provider must justify the method of determining the number of ASHA CEUs for that course. ASHA CE reserves the right to evaluate and determine the appropriateness of the number of ASHA CEUs offered.

**4.4** If a Provider initiated course is to be offered for ASHA CEUs, the Provider shall submit course and offering registration to ASHA CE that arrives no less than 15 days
before the starting date of the first offering of the course. Subsequent offerings of
the course must be registered no less than 3 days prior to the start date of the
offering.

4.5 If a cooperative offering course is to be offered for ASHA CEUs, the Provider
shall submit course and offering registration to ASHA CE that arrives no less
than 30 days before the starting date of the first offering of the course.

4.6 If a course requiring a pilot study is to be offered for ASHA CEUs, the
Provider shall submit course and offering registration to ASHA CE that arrives no
less than 15 days before the starting date of the first offering of the course.

4.7 The course description included on the course and offering registration should
include the key learning outcomes for the course. Because the course
description will appear on a CE participant’s official transcript after the course is
completed, the description should be written in the past tense. Also, person- first
language should be used in the course description and title (e.g., children with
hearing impairments vs. hearing-impaired children).

4.8 The primary promotional materials for courses offered for ASHA CEUs must
include the ASHA Approved CE Provider Brand Block and a required ASHA
CEU sentence that indicates the number of ASHA CEUs to be offered for
successful completion of the course and the instructional level and content area of
the course. The Brand Block identifies the Provider as Approved to offer
ASHA CEUs.

4.9 The Provider has a systematic process for verifying attendance and identifying
individuals who satisfactorily complete a course and are eligible to earn ASHA
CEUs.

4.10 If earning ASHA CEUs is dependent on participant attendance, the Provider
has an appropriate system in place to track and monitor participant attendance,
especially with large conferences and conventions. For programs such as
conventions and large conferences, the Provider has a system to track,
calculate, and offer variable credit to participants who do not attend the entire
course.

4.11 The Provider has a system in place to disseminate and collect information
required on the ASHA CEU Participant forms at courses.

4.12 The Provider will submit a Course Offering Report Form for each offering
initially submitted to the ASHA CE Registry on the course and offering
registration. The Course Offering Report Form must be received by ASHA CE no
more than 45 days after the completion date of the offering. The Course
Offering Report Form is required even if a course offering is canceled or no participants earned ASHA CEUs.

4.13 The Provider will verify and submit all ASHA CEU Participant Forms, accompanied by the Course Offering Report Form and all supplementary information, for receipt by ASHA CE no more than 45 days after the completion date of the course offering.

4.14 The Provider has a permanent record-keeping system for retaining participants' names and ASHA CEUs earned for a minimum of 2 years from the completion date of the course offering.

4.15 The Provider has a system to ensure the privacy and security of participants' records.

4.16 The Provider has a system in place to review the ASHA CE Registry course offering record (i.e., offering roster) to ensure the accuracy and completeness of the offering participants' names and CEUs. Corrections to the ASHA CE Registry course offering record must be received by the roster correction deadline.

4.17 The Provider may not offer ASHA CEUs retroactively; however, Provider records can be used to correct ASHA CE Registry records if participant credit is incorrectly recorded by the Registry.

Requirement 4 – Responses
Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

4-1 If approved to be a Provider, we agree to:

(a) Use the Continuing Education Unit (based on 60 minutes of contact time equal 0.1 CEU) to calculate the credit available for each course offered through our ASHA provider approval.  
   □ Agree

(b) Submit course registration to ASHA CE that arrives on or before the appropriate registration deadline.  
   □ Agree

(c) Identify the key learning outcomes in the required course description on the course registration.  
   □ Agree

(d) Use person-first language in the title and description of the CE course.  
   □ Agree
(e) Promote all courses submitted to the ASHA CE Registry as offering ASHA CEUs. Primary promotional materials will include the ASHA Approved CE Provider brand block, the required sentence containing the number of ASHA CEUs the course is to be offered for and the course's instructional level and content area and compliant speaker/instructor disclosure statements in required format.

☐ Agree

(f) Submit a Course Offering Report Form for each course initially registered with the ASHA CE Registry so that it arrives no more than 45 days after the scheduled completion date of the course offering.

☐ Agree

(g) Verify and submit all ASHA CE Registry forms so that they arrive no more than 45 days after the completion date of the course offering.

☐ Agree

(h) Maintain a permanent record-keeping system for retaining records of participants and ASHA CEUs earned for a minimum of 2 years from the completion date of the course offering.

☐ Agree

(i) Ensure the privacy and security of participants’ records.

☐ Agree

(j) Verify that eligible course participants’ names and number of ASHA CEUs awarded have been accurately recorded by the ASHA CE Registry. Notify ASHA CE of any errors in participants’ name or number of ASHA CEUs awarded by the deadline specified on the course offering roster.

☐ Agree

(k) Not offer ASHA CEUs retroactively (i.e., to persons who did not meet the satisfactory completion requirements within the established timeframe or for courses that were not registered according to ASHA CEB requirements).

☐ Agree

4-2 ASHA Approved CE Providers must have a system to ensure the privacy and security of participants’ records. Describe your organization’s system. Attach and label as 4-2. Privacy systems typically address:

- What personally identifiable information is gathered, such as name, address and credit card number;
- How participants’ collected information is used and whether that usage includes or includes sharing the information with others;
- If data may be left on a user’s computer, such as cookies; and
- If participant information may be shared with or sold to third parties and if so, what under what circumstances.
Data security systems typically address:

- How participant information is handled if transported;
- How and where data is safely stored; and
- Steps taken to ensure participant data is accurate and up to date.

4-3 Identify the individuals (by title) within your organization who have access to your CE participants’ records. The individual(s) named here should be include in organization chart and item 1-1(e) (and potentially item 2-1) Attach and label as 4-3.

4-4 Indicate the typical length and type of courses your organization currently conducts (check only those that apply). For those checked, attach your organization’s process for verifying participant attendance.

☐ Courses that are a half-day duration or less
Attach process for verifying attendance and label as 4-4 (a).

☐ Courses that extend over a half-day duration
Attach process for verifying attendance and label as 4-4(b).

☐ Courses with multiple sessions (e.g., courses or sessions occurring at the same time. Format typical of conventions.)
Attach process for verifying attendance and label as 4-4 (c).

☐ Courses conducted at a distance
Attach process for verifying attendance and label as 4-4(d).

4-5 If approved to be a Provider, we agree to determine while planning each course if it is possible for a participant to meet all of the course's (or sessions in the case of an event with concurrent sessions) learning outcomes without full attendance. The partial credit decision will be communicated to ASHA when submitting course and offering registration.

☐ Agree

4-6 (a) Does your organization offer “live” or face-to-face courses?

☐ Yes. Describe how you will disseminate and collect ASHA CE Registry forms for your CE courses. Attach and label as 4-6 (a).

☐ No

(b) Does your organization offer online or distance learning courses (for example, live webinars or self-studies)?

☐ Yes. Describe how you will collect the data (i.e., name, address and ASHA id) necessary to submit course participants’ information to the ASHA CE Registry. Attach and label as 4-6 (b).

☐ No
Place Requirement 4 responses that could not be inserted following the item(s) after this page and before the Requirement 5 responses. Be sure to label attachments with the responses number.
Requirement 5: Needs Identification

The Provider (organization) ensures that continuing education courses are planned in response to identified needs of a target audience.

Guidelines
The purpose of identifying learning needs is to determine the difference between an existing condition and a desired condition. The gap between the existing and desired condition is the foundation for any continuing education course. Once needs have been identified, a needs analysis is used to determine if continuing education is an appropriate method of intervention to narrow the gap. The failure to correctly identify the reason for the gap may result in an ineffective education course that has little or no impact. The need for continuing education may arise from a variety of factors, such as new legislation or regulations; new performance expectations or deficiencies; and changes in information, skills, attitudes, processes, systems, organizations, occupations, and professions. Product and service promotion should not influence the identification of learning needs. Each individual continuing education course does not require a separate needs assessment; however, the rationale and planning for each course should be the result of needs that have been identified and documented by some assessment method(s).

Required Practices
5.1 The Provider has an established process for systematically identifying and updating needs.

5.2 Needs assessment data provide the basis for continuing education course planning and development.

5.3 Each continuing education course topic and its content originate from identified needs.

5.4 The Provider defines the potential participants for each continuing education course and should specify the target audience and any prerequisites in all promotional efforts.
Requirement 5 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

5-1 The grid below lists data gathering processes. Select only the process or processes your organization currently uses to determine learner educational needs and professional content of courses to be offered to speech-language pathologists and audiologists. The processes selected here should be consistent with the data gathering processes identified with the course samples (see item f).

<table>
<thead>
<tr>
<th>Select only the data gathering process or processes used by your organization</th>
<th>Specify from whom this information is gathered</th>
<th>How often do you use this data gathering process? Daily, monthly, quarterly, etc.?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Surveys</td>
<td>(e.g., customers, employees, members of an association or group, etc.)</td>
<td></td>
</tr>
<tr>
<td>☐ Solicit ideas and input</td>
<td>(e.g., advisory board, employees, customers, content experts, etc.)</td>
<td></td>
</tr>
<tr>
<td>☐ Request learner educational needs on course evaluation form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Regulatory requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ New research findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Newly released or updated clinical guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other (please describe):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5-2 Data gathered through the mechanisms identified above are analyzed using the following methods. Check only those mechanisms that are currently used. The mechanisms selected here should be consistent with the findings/analysis submitted with the course samples (see item f).

☐ Group qualitative data into recurring clinical topics
☐ Compile into a list of continuing education needs
☐ Organize data into frequency distributions
☐ Cross-tabulate needs assessment data
☐ Calculate response percentages
☐ Other (Attach description and label as 5-2).
5-3 If approved to be a Provider, we agree to:

(a) Ensure that the course is designed to meet the needs specifically identified in the needs assessment process.
   □ Agree

(b) Define the potential participants for each continuing education course and specify the target audience in promotional efforts.
   □ Agree

(c) Specify any course prerequisites in all promotional efforts.
   □ Agree

Place Requirement 5 responses that could not be inserted following the item(s) after this page and before the Requirement 6 responses. Be sure to label attachments with the response number.
Requirement 6: Learning Outcomes

The Provider (organization) has clear and concise written statements of intended learning outcomes (e.g., behavioral or performance objectives) that are based on identified needs for each continuing education course.

Guidelines

Intended learning outcomes are synonymous with behavioral and performance objectives. Unlike program objectives that identify the instructional goals of the presenter, learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience. Learners should be informed of these intended learning outcomes before and during the course. Learning outcomes should be published in promotional materials about the course. If publication of learning outcomes is not possible, information should be available to prospective participants upon request. Learning outcomes are the foundation for planning, instruction, measuring progress, obtaining periodic feedback, and making final assessment.

Required Practices

6.1 Written learning outcomes that reflect what learners will be able to demonstrate are established for each continuing education course. Product and service promotion should not influence the determination of learning outcomes.

6.2 When learning outcomes are established for a large course such as a convention, each session within that course must be keyed to one or more of the overall course outcomes, or each individual session must have its own learning outcomes.

6.3 Learning outcomes define the skills, knowledge, and/or attitudes that the learner should be able to demonstrate following the learning experience.

6.4 Written learning outcome statements are clear, concise, measurable, observable (when applicable), and focused on the performance of the learner.

6.5 Planned learning outcomes are based on identified needs.

6.6 The number of planned learning outcomes is limited and reasonable.

6.7 Learners are informed of intended learning outcomes.
Requirement 6 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

6-1 If approved to be a Provider, we agree to develop learning outcomes that pertain to speech-language pathologists and audiologists for each continuing education course that possess the following characteristics:

(a) They define the skills, knowledge, and or attitudes the speech-language pathologists or audiologists should be able to demonstrate following the learning experience.
   [ ] Agree

(b) They are clear and concise outcome statements focused on the performance of the learner and written in measurable and observable (when applicable) terms.
   [ ] Agree

(c) They are based on identified CE needs.
   [ ] Agree

(d) They are limited and reasonable given the subject and the duration of the course.
   [ ] Agree

(e) They are not influenced by product or service promotion.
   [ ] Agree

6-2 How are learners informed of intended learning outcomes for your CE courses? (Check all that apply and attach requested examples.)

   [ ] Promotional materials. If checked, ensure that the promotional materials submitted with course samples include learner outcomes.
   [ ] Registration confirmations. Attach and label as 6-2.
   [ ] Course handouts. Attach and label as 6-2.
   [ ] Website. Attach web page (not the hyperlink address) and label as 6-2.
   [ ] Other. (Attach description and label as 6-2).

Place Requirement 6 responses that could not be inserted following the item(s) after this page and before the Requirement 7 responses. Be sure to label attachments with the response number.
Requirement 7: Planning and Instructional Personnel

The Provider (organization) ensures that qualified individuals are directly involved in determining the continuing education course’s purpose, developing intended learning outcomes, and planning and conducting each course.

Guidelines

Continuing education course development may require a team approach involving the ASHA CE administrator, program development experts, and content experts. The ASHA CE administrator has oversight responsibilities and also should be directly involved in this phase of course development. The quality of a continuing education course and its value to the participant rests heavily on the course's planners, the instructors' competence in the subject matter, and the ability of both to communicate and facilitate learning. It is the joint responsibility of the Provider (represented by the ASHA CE administrator) and of the planner(s) and instructor(s) to ensure that the learning experience results in the intended learning outcomes. Decisions about course planning and development should be made by individuals who:

- are competent in the subject matter,
- understand the program purpose and intended learning outcomes,
- have knowledge and skill in instructional methodologies and learning processes, and
- have the ability to communicate to participants at an appropriate level.

Continuing education courses should be for scientific and professional educational purposes and not for promoting products or services. Conflicts of interest disclosure is required of each individual developing and/or delivering a course. Individuals who participate in CE courses have the right to know of any conflicts of interest an instructor or planner may have. Providers must comply with Required Practice 3.2 in the selection of all planning and instructional personnel in a position to control course content.

Required Practices

7.1 The Provider ensures that individuals involved in program planning and instruction are qualified by virtue of their education and/or experience.

7.2 Planning and instructional personnel are identified and screened using a systematic process. This process must include the identification and resolution of conflicts of interest.

7.3 Expertise in course content and instructional methodologies is used in developing courses.

7.4 Individuals involved in program planning understand and use learning outcomes in program planning and development.

7.5 Planning and instructional personnel are reasonably and consistently effective in meeting learning outcomes and learner expectations.
7.6 Planning and instructional personnel demonstrate high standards of professional conduct and will not discriminate against participants on the basis of gender, age, socioeconomic or ethnic background, sexual orientation, or disability.

7.7 The Provider ensures that conflicts of interest are disclosed to learners. Providers must comply with Required Practices 3.2.e, 3.2.f, and 3.2.g when disclosing relevant conflicts of interest to learners.

7.8 Instructors are provided feedback on their performance.

**Requirement 7 – Responses**
Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

7-1 If approved to be a Provider, we agree to consider the following criteria in screening (selecting) individuals (either within or outside of our organization) to develop course content and/or provide course instruction:

(a) **Educational qualifications** (i.e., degree requirements, postdoctoral training, etc.)

(b) **Clinical or professional experience in course content** (i.e., years of experience, internships, mentorships, publications, professional affiliations, research, certifications, etc.)

(c) **Instructional/teaching experience** (i.e., other related courses taught by individual, etc.)

(d) **Familiarity with various instructional methodologies** (i.e., demonstrated use of lecture, case presentation, role-play, question and answer, hands-on demonstration, etc.)

(e) **Completion of required disclosure documents and that it is possible to resolve any relevant financial or nonfinancial relationships**

(f) **Development of course content based on learner outcomes** (i.e., review of course content prior to delivery of course, review of learner outcomes, time-ordered agenda, and handouts of related course developed by individual, etc.)

(g) **Ability to effectively communicate course content to participants** (i.e., firsthand experience, word of mouth, references, interview, positive past participant evaluations, etc.)

☐ Agree
7-2 If approved to be a Provider, we agree to ensure that course instructors demonstrate high standards of professional conduct and will not discriminate against course participants on the basis of gender, age, socioeconomic or ethnic background, sexual orientation, or disability.

☐ Agree

(a) Provide professional conduct and nondiscrimination policy statements. Attach and label as 7-2 (a).

(b) Identify how your organization informs instructors of your professional conduct and non-discrimination policies? (check all that apply and attach information requested)

☐ Policies are sent to instructors by postal mail or electronically. Attach an example of materials that accompanies and references the policies and label as 7-2 (b).

☐ Policies are available to instructors on the organization’s web site and instructors are advised to read policies. Attach the web page (not the hyperlink address) and label as 7-2 (b).

☐ Policies contained in speaker contract. Attach the speaker contract and label as 7-2 (b).

☐ Instructors are employees and conditions of employment include these policies. Attach the applicable pages from the employee handbook/guide and label as 7-2 (b).

☐ Other (Attach description and example and label as 7-2 b).

7-3 If approved to be a Provider, we agree to disclose to learners in advance of any course the instructional personnel’s relevant financial and nonfinancial relationships or that there are no relevant relationships to disclose.

☐ Agree

7-4 Identify how instructors are provided feedback on their performance following the course offering. (check all that apply): 

☐ Verbal feedback

☐ Written feedback

☐ Given copies of course evaluations

☐ Follow-up meeting with CE unit staff

☐ Other (Attach description and example and label as 7-4).

Place Requirement 7 responses that could not be inserted following the item(s) after this page and before the Requirement 8 responses. Be sure to label attachments with the response number.
Requirement 8: Learning Environment and Support

The Provider (organization) ensures that appropriate educational facilities, resource or reference materials, and instructional aids and equipment are consistent with the purpose, design, and intended learning outcomes of each course.

Guidelines
The design and use of facilities should enhance teaching and learning. For example, lighting, sound, seating, visual aids, reference materials, and other needed resources should be appropriate and available to enhance learning.

The facilities, resources, and reference materials should be accessible to all individuals, including participants with disabilities. In learning formats such as self-study, journal study, computer-based instruction, and distance learning with audio, video, and television, the Provider may not be able to control the learning environment. In such cases, the Provider should consider other ways to support learners and enhance learning.

Promotional activities, such as exhibits, commercial presentations, and printed or electronic advertisements, cannot be in the same physical or virtual location where the CE course is conducted. Providers must comply with Required Practice 3.4 in the management of exhibits and advertisements associated with a CE course.

Required Practices
8.1 The facilities are appropriate and adequate to the content and method of delivery of the course and should enhance learning.

8.2 The facilities, learning experience, and resource materials are accessible to all individuals, including participants with disabilities.

8.3 Educational services and equipment are available to support learning in a manner consistent with the organization's mission and with the course's learning outcomes. Products, equipment or devices used in conducting the course should not be sold or marketed as part of the instructional portion of the CE course.

8.4 If it is recommended or required that the learner purchases a product or service in order to participate in a course, this must be communicated to the learner prior to registration.
Requirement 8 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

8-1 If approved to be a Provider, we agree, while planning the course, to work with the instructor(s) to identify the following facility and learning support needs including:
- Room size,
- Meeting room(s) set up,
- Audio/visual needs, and
- Equipment or materials specific to course content.

Agree

8-2 Indicate the method(s) your organization typically uses to evaluate facilities (check all that apply):
- Use of a facilities checklist
- Contact with facility by phone, e-mail, etc.
- Site visit
- Reputation
- Prior experience with facility
- Contract including meeting room specifications
- Other (Attach description and label as 8-2).

8-3 If approved to be a Provider, we agree to review the following factors when selecting facilities:
- Universal access (physical, hearing, visual)
- Adequacy of parking
- Uniform lighting
- Proper ventilation
- Proximity to public transportation
- Availability of public phones
- Security arrangements (i.e., emergency exits, fire alarms, disaster planning, etc.)
- Maintenance/remodeling occurring during course or meeting

Agree

8-4 Identify the types of learning support/resource materials typically provided at your courses (check all that apply):
- Handouts
- Streaming media
- PowerPoint™ note pages
- Reference articles
- Anatomical models
- Audio/video enhancements
- Product samples
- Other (Attach description and label as 8-4).

8-5 How do participants attending your courses indicate their special needs (e.g., people with visual impairments, people with hearing loss, people with learning disabilities, people
with dietary restrictions, etc.) prior to the event? (Check all that apply and attach information requested.)

☐ Promotional materials instruct participant to call or email. If checked, ensure that the promotional materials submitted with course samples include these instructions.

☐ Indicate need on registration form. Attach and label as 8-5.

☐ Registration confirmation instructs participants to call or email. Attach and label as 8-5.

☐ Other (Attach example and label as 8-5).

8-6 If approved to be a Provider, we agree to ensure that learning experience and resource materials are accessible to all individuals, including participants with disabilities.

☐ Agree

Information regarding legal accessibility requirements of business and non-profit service providers is found at http://www.ada.gov/ada_req_ta.htm

8-7 If approved to be a Provider, we agree to ensure that when products, equipment or devices are used in conducting a course those items will not be sold or marketed as part of the instructional portion of the course.

☐ Agree

8-8 If approved to be a Provider, we agree to communicate prior to registration if it is recommended or required that the learner purchases a product or service in order to participate in a course.

☐ Agree

Place Requirement 8 responses that could not be inserted following the item(s) after this page and before the Requirement 9 responses. Be sure to label attachments with the response number.
**Requirement 9: Content and Methodology**

*The Provider (organization) ensures that content and instructional methodologies are consistent with stated learning outcomes, are appropriate for learning, and permit opportunities for learners to participate and receive feedback.*

**Guidelines**

Selected content logically supports statements of intended learning outcomes. Both learners and instructor(s) understand intended outcomes and how they will be achieved.

Content is current and organized in a logical manner, proceeding from basic to advanced levels. Instructional methodologies should permit learners to interact and to receive feedback that reinforces learning.

Certain products and services are effective in speech, language, and hearing assessment, treatment, and research. Many of these products and services are complex in their operation or administration and require substantial training in their use. Therefore, it is appropriate that Providers offer instruction in the theory and operation or administration of products and services. However, the sale or marketing of products and services in the instructional portion of the CE course is prohibited.

**Required Practices**

9.1 The course's content is directly related to learning outcomes. The content and learning outcomes should be related to the sciences and/or the contemporary practice of speech-language pathology, audiology, and/or speech/language/hearing sciences. Promotion of products and services should not influence the development and delivery of the course content.

9.2 Course content that includes reference to products and services must focus on scientific and professional education, not product or service marketing and promotion. Selling or marketing specific products or services during the instructional portion of a course is prohibited in courses offered for ASHA CEUs. Providers must comply with Required Practice 3.1.

9.3 The content and instructional methodologies are based on, and appropriate to, the stated learning outcomes of the continuing education course.

9.4 The content is organized in a logical manner.

9.5 All content as well as supplemental learning materials (audiovisuals, handouts, etc.) are current, suitable, and appropriate for the course.

9.6 The content of the continuing education course is designed to explore one subject or a group of closely related subjects. If the course involves multiple components, such as a lecture series, all segments should be devoted to integrally related subjects.
9.7 The continuing education course is of sufficient duration to achieve the stated learning outcomes. A course offering may not last longer than 12 months and must start and end in the same calendar year.

9.8 The Provider will specify the instructional level of each course in all promotional efforts. The instructional level should be classified as Introductory, Intermediate, Advanced, or Various.

9.9 The Provider will specify the content area of each course in all promotional materials. The content area should be specified as Basic Communication Processes Area (B), Professional Area (P), or Related Area (R).

9.10 Learner interaction, instructor feedback, and reinforcement of learned knowledge and skills are used to reinforce learning.

9.11 Varied instructional methodologies are used to accommodate various learning styles.

9.12 Provider has established policies and procedures to address intellectual property rights.

9.13 The Provider has policy and procedures to review course content for quality, currency and effectiveness in assisting learners achieve learning outcomes.

**Requirement 9 – Responses**

*Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.*

9-1 If approved to be a Provider, we agree that the content of all courses offered for ASHA CEUs possess the following characteristics:

(a) Content is clearly related to the sciences as they pertain to speech-language pathology, audiology, or speech/language/hearing research and/or the contemporary practice of speech-language pathology and/or audiology.
   - [ ] Agree

(b) The instructional portion of each course focuses on scientific and professional education, not product or service promotion. Selling or marketing specific products or services during the instructional portion of a course is prohibited in courses offered for ASHA CEUs.
   - [ ] Agree

(c) Content is organized in a logical manner.
   - [ ] Agree
(d) Content and supplemental learning materials are current, suitable, and appropriate for the learning course.
☐ Agree

(e) Content is designed to explore one subject or a group of closely related subjects, and courses with multiple components are devoted to integrally related subjects.
☐ Agree

9-2 If approved to be a Provider, we agree, during course planning, to ensure that instructional methods used will
• offer opportunities for learners to participate,
• offer opportunities for learners to receive feedback from instructor,
• offer opportunities for learners to reinforce knowledge and skills, and
• offer instructional methods and styles that are appropriately varied to accommodate audience members with different learning styles.
☐ Agree

9-3 During course planning, how do you typically communicate with course instructors/planner to ensure instructional methodology offers opportunities for learner interaction, instructor feedback, and reinforcement of learned knowledge and skills? (Check all that apply.)
☐ Contract specifies instructional methodology(-ies) to be used
☐ Face-to-face meetings to discuss course and instructional methodologies
☐ Phone/e-mail conversations during course planning
☐ Review course materials and instructional methodologies prior to course
☐ Other (Attach description and label as 9-3).

9-4 It is required that your organization have policies and procedures regarding intellectual property rights (i.e., policies and procedures to protect against the unauthorized use and/or misuse of any product of the intellect that has commercial value, including copyrighted property such as literary or artistic works, and ideational property, such as patents, appellations of origin, business methods, and industrial processes.)

The intellectual property rights policy should address the following:
- Ownership and control of courses and related materials developed by employees (if applicable):
- Ownership and control of courses and related materials developed by contracted instructors (if applicable); and
- Responsibility for ensuring that any source material used in the course or handouts has been properly cited and that copyright laws have been followed.

If your organization does not currently have a policy addressing intellectual property rights you will need to develop and implement a policy prior to submitting this application. Intellectual property policies are specific to individual organizations and ASHA CE cannot recommend a specific format or template. You may find information helpful to the development of your organization’s policy at http://www.copyright.gov.
Attach your organization’s policies and procedures and label as 9-4.

9-5 If approved to be a Provider, we agree to routinely review course content for quality, currency, and effectiveness in assisting learners achieve learning outcomes.

☐ Agree

Place Requirement 9 responses that could not be inserted following the item(s) after this page and before the Requirement 10 responses. Be sure to label attachments with the response number.
Requirement 10: Requirements for Satisfactory Completion

The Provider (organization) ensures that satisfactory completion requirements are established for each course. These requirements are based on the purpose and intended learning outcomes. Participants should be informed of the requirements before participating in the course.

Guidelines

Satisfactory completion requirements are established before the beginning of the course. Requirements may be based on demonstrated learning, a predetermined level of attendance, or a combination of performance and attendance.

Requirements for performance levels should be based on the intended learning outcomes. When participant attendance is used to determine satisfactory completion, attendance requirements should be high and documented on rosters, sign-in sheets, or some other reliable documentation method.

Participants should be informed of requirements in advance and should know that only those who meet those requirements will earn ASHA CEUs.

Required Practices

10.1 Satisfactory completion requirements are established for each planned course.

10.2 Satisfactory completion requirements are based on the course’s purpose and planned learning outcomes.

10.3 Participants are informed of the satisfactory completion requirements before the course.

10.4 Special attention is given to verifying satisfactory completion for participants in large conferences and conventions with multiple sessions.

10.5 Learners are notified if they have not met satisfactory completion requirements (e.g., learner will not be recommended for ASHA CEUs).

Requirement 10 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

10-1 If approved to be a Provider, we agree to establish satisfactory completion requirements for each course. These requirements will be based on the purpose and the learning outcomes for each course. The satisfactory completion requirements may be demonstrated learning (e.g., projects, presentations, or products through which participants “demonstrate” what they have learned), attendance, or a combination of demonstrated learning and attendance.
Agree

10-2 How do you notify participants before the course about the requirements for satisfactory completion of the course and the earning of ASHA CEUs? (Check all that apply and attach information requested.)

☐ Promotional materials. If checked, ensure that the promotional materials submitted with course samples include the satisfactory completion requirements.

☐ Registration confirmations. Attach and label as 10-2.

☐ Website. Attach web page (do not submit hyperlink) and label as 10-2.

☐ Other (Attach description and label as 10-2).

10-3 How are participants who have not met the requirements for satisfactory completion of a course notified?

☐ At the end of the course

☐ By mail

☐ Electronically

☐ By phone

☐ Other (Attach description and label as 10-3).

Place Requirement 10 responses that could not be inserted following the item(s) after this page and before the Requirement 11 responses. Be sure to label attachments with the response number.
**Requirement 11: Assessment of Learning Outcomes**

*The Provider (organization) ensures that achievement of the course's intended learning outcomes is assessed using procedures established during the course's planning.*

**Guidelines**

Learning assessment refers to the measurement of individual performance or behavior in relation to intended learning outcomes. Assessments may be made during and at the conclusion of the course. Learning assessment made during the course may help reinforce learning and provide a point of reference for the learner's progress.

The learning assessment procedure, its timing, and its application are part of the planning process. Because the learning assessment procedure depends on the intended learning outcomes, the outcomes must be measurable, observable (when applicable), clearly stated, and focused on the performance of the learner. If satisfactory completion of the course and/or the earning of ASHA CEUs is based on satisfactory completion of a learning assessment, then the assessment is considered "formal," and participants must be informed about the nature of the required assessment before the start of the course.

Learning assessments may take diverse forms, such as performance demonstrations under real or simulated conditions, written or oral examinations, a question-and-answer session, written reports, completion of a project, self-assessment, or locally or externally developed standardized examinations. A self-examination may be used to elicit participants' opinions about the degree to which learning took place. For example, questions may be developed to ask participants if they learned new information, how they intend to use the information, and so forth. Learning assessments may be made during, at the conclusion of, or sometime after the learning experience.

**Required Practices**

11.1 Learning assessment procedures are established during course planning.

11.2 Learning assessment procedures measure intended learning outcomes achieved.

11.3 Participants are informed in advance when formal learning assessment procedures are to be used to determine satisfactory completion of the course and/or the earning of ASHA CEUs.
Requirement 11 – Responses

Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.

11-1 Identify the methods of learner assessment most commonly used in your continuing education courses (check all that apply).

- [ ] Self-assessment
- [ ] Formal exam
- [ ] Pre/posttest
- [ ] Clinical practicum/hands-on demonstration
- [ ] Coursework/Projects (e.g., periodic assignments, term paper)
- [ ] Other (Attach description and label as 11-1).

11-2 (a) Are there courses that your organization has offered where learners were required to take a test, complete a project, or demonstrate a skill through which participants “demonstrated” that they had achieved the course’s learning outcomes.

- [ ] Yes
- [ ] No

(b) If yes, how did you notify participants before the course about the required assessment procedures and criteria for earning ASHA CEUs? (Check all that apply and attach information requested.)

- [ ] Promotional materials. If checked, ensure that the promotional materials submitted with course samples include the learner assessment procedures and criteria for successful completion.
- [ ] Registration confirmations. Attach and label as 11-2 (b).
- [ ] Course handouts. Attach and label as 11-2 (b).
- [ ] Other. Attach and label as 11-2 (b).

Place Requirement 11 responses that could not be inserted following the item(s) after this page and before the Requirement 12 responses. Be sure to label attachments with the response number.
Requirement 12: Program Evaluation
The Provider (organization) ensures that in the planning stage of the continuing education course, an evaluation process is established to examine various aspects of the course, such as the needs assessment, logistical and instructional planning, selection and preparation of instructors, course implementation, and extent to which intended learning outcomes are achieved.

Guidelines
Program evaluation is a measurement of the quality of the program or course as a whole, whereas learning assessment refers to the measurement of individual learning outcomes.

Using only participant-reaction surveys will not yield the data needed for an adequate evaluation of learning experiences. Program evaluations should be designed to capture specific information that will allow Providers to make continuous improvements in their offerings. Program evaluation is a coordinated process that examines all parts of the course planning and delivery process. It consists of gathering data about the course that is based on established criteria and observable evidence. Program evaluation, which takes into account the program planning process and the decisions made in the process, provides information aimed at answering the following questions:

- Was the input of the potential learners fully understood and communicated during the needs analysis and identification phase of the course's planning process?
- Was there a clear relationship between the educational needs of the learners and the stated purposes of the course?
- Was the course’s content associated with the learning outcomes?
- Were the intended learning outcomes learner-focused and stated in measurable and observable (when applicable) terms?
- Were the intended learning outcomes appropriate for the stated purpose of the course and for the learners involved?
- Did the learning experience and the instructional methods used result in individual behavioral or performance change, that is, the intended learning outcomes?
- Were the Provider's philosophy, mission, structure, functions, and processes effective and efficient in producing the learning outcomes intended for the course?
- Were conflicts of interest and commercial support managed in a way that fostered transparency and openness?

Continuous quality improvement of learning experiences is enhanced through long-range, systematic evaluation of what is intended in relation to what actually occurs. The difference can be used as the basis for whatever change is needed to ensure that intended learning
outcomes are attained. Providers should find evaluation results a useful tool when accounting for the results of their programming efforts.

**Required Practices**

12.1 Program evaluation procedures are established during course planning.

12.2 Each course is evaluated. (For large courses with multiple components, such as conventions, program evaluations are not required for each component within the course.)

12.3 Program evaluation results are incorporated into program improvements.

**Requirement 12 – Responses**

*Provide responses using the check boxes, inserting responses in the text boxes following the item, or create attachment and label with item number.*

12-1 Identify the program evaluation method(s) your organization uses to evaluate each of its continuing education courses (check all that apply and attach information requested).

- Standard participant evaluation form. This form is used for every course your organization offers. Attach and label as 12-1.
- Other method(s). Attach method(s) and label as 12-1.

12-2 How does your organization evaluate the degree to which instructional personnel conflicts of interest and financial and in-kind support were managed in a way that fostered transparency and openness (check all that apply)?

- Participants respond to a question on the program evaluation form (Please highlight this question on the form submitted in item 12-1).
- Feedback from CE staff, instructor, etc.
- Follow up course surveys sent to participants
- Other (Attach description and label as 12-2).

12-3 Identify additional sources of program evaluation data (check all that apply).

- Do not collect data from other sources
- Feedback from CE staff, instructor, etc.
- Surveys
- Telephone interviews
- Telephone, e-mail, and letter correspondence
- Other (Attach description and label as 12-3).

12-4 Identify the parties involved in analyzing program evaluation data (check all that apply). Parties checked should be identified in items 1-1 (d) and (e).

- CE administrator
- Program planner(s)
- CE unit staff
- Board of Directors
- CE content consultant
- Instructor(s)
- Advisory group
- Professional consultant
- Other (Attach description and label as 12-4).
12-5 Indicate the method(s) typically used to prepare program evaluation data for analysis (check all that apply). The method(s) checked here should be consistent with results (item 1) submitted with the course samples.

☐ Coding. Open-end comments coded based on similar themes. Next, create a document summarizing similar themes found in the data. CE staff discuss similarities and differences found in the data.

☐ Interpretive technique. CE staff examines the qualitative data, interpret it via forming an impression and report their impression in a structured format.

☐ Frequency distribution analysis. Record of the number of scores that fall within each response category to determine the mean and median for each response.

☐ Cross tabulation analysis. Use data to develop a contingency table displaying the joint distribution of two or more variables as a method of understanding relationships.

☐ Other (Attach description and label as 12-5).

12-6 Identify the frequency with which analyzed program evaluation data are reviewed (check all that apply).

☐ Immediately following each course

☐ Monthly

☐ Quarterly

☐ Semi-annually

☐ Other (Attach description and label as 12-6).

Place Requirement 12 responses that could not be inserted following the item(s) after this page and before the Requirement Course Samples responses. Be sure to label attachments with the response number.
Requirement: Course Samples

Provide information on three courses your organization has conducted in the past 24 months. The content of the courses must be tailored to speech-language pathologists and audiologists and appropriate for ASHA CEUs. The courses must demonstrate compliance with CEB requirements.

If you do not have three courses to submit, you must delay application until three courses have been conducted.
Course 1

(a) Title: ____________________________________________________________

(b) Target audience(s): ______________________________________________

(c) Date course conducted: ____________________________________________

(d) Number of SLP/AUD course participants: ____________________________

(e) Conducted with another organization: □ Yes □ No
   If yes, please describe your organization’s role in planning, implementing, and evaluating the course. Attach and label as Course 1(e).

(f) Findings/analysis used to determine the educational needs of speech-language pathologists or audiologists for this course (check all that apply and attach information requested). The sources of educational needs checked here should be consistent with responses to items 5-1 and 5-2.
   □ Interviewed content experts (attach findings and label as Course 1(f))
   □ Conducted focus groups (attach findings and label as Course 1(f))
   □ Surveyed sample population (attach analysis and label as Course 1(f))
   □ Collected education needs from previous course evaluation forms (attach analysis and label as Course 1(f))
   □ New or updated clinical practice guidelines (attach information on the guideline document(s) and label as Course 1(f))
   □ Regulatory requirements (federal, state, or other regulatory body) (attach information on the requirements and label as Course 1(f))
   □ Other (Attach description and findings and label as Course 1(f))

(g) List learning outcome statements specific to speech-language pathology and audiology. If the course was offered to a multidisciplinary audience, provide only those learning outcomes specific to speech-language pathology/audiology. Attach and label as Course 1(g).
(h) Provide time-ordered agenda in the grid below or attach and label Course 1 (h). If the course is self-study or blended and is not time-ordered; submit an outline, a syllabus, a table of contents or some other document that provides details on how the course was structured.

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(i) Number of ASHA CEUs that would have been offered:

When calculating the number of ASHA CEUs for a course, the number of contact minutes should be totaled on the basis of the time-ordered agenda, excluding breaks, meals, and other noneducational events. The total number of minutes is divided by 60 to arrive at the number of contact hours. Total contact hours then should be divided by 10 to obtain the number of CEUs. Increments of less than an hour are rounded down to the nearest half-hour or hour when computing the total number of CEUs for a course.

For example, to calculate the ASHA CEUs for a course with 215 contact minutes
1. Calculate contact hours: 215 minutes/60 minutes = 3.58 contact hours
2. Convert contact hours to ASHA CEUs: 3.58 contact hours/10 = 0.35
3. Round down to nearest hour or half-hour = 0.35 ASHA CEUs

(j) Learner assessment strategies used (check all that apply):

- [ ] Performance demonstration
- [ ] Written or oral exam
- [ ] Question and answer session(s)
- [ ] Written report
- [ ] Completion of a project
- [ ] Self-assessment
- [ ] Other (Attach description and label as Course 1(j)).
(k) Provide samples of any form(s) used (i.e., participant, instructor, program planner, etc.) to evaluate the course. Attach and label as Course 1(k).

(l) Provide collated qualitative and/or quantitative results and the analysis performed on the course evaluation data. The method(s) used to prepare program evaluation data for analysis should be consistent with your response to item 12-5. Attach and label as Course 1(l).

(m) List the changes your organization has made to its CE program and/or courses in response to the results of the program evaluation analysis. Attach and label as Course 1(m).

(n) Provide course promotional materials. The promotional materials must include required disclosures (e.g., instructional personnel, course content and financial and in-kind disclosure statements). If the promotional materials did not include required disclosures, please create the applicable disclosures and include with promotional materials. For guidance, please go to http://www.asha.org/CE/for-providers/Guidelines-for-Advertising-Promoting-or-Announcing-Courses-Offered-for-ASHA-CEUs/ Attach and label as Course 1(n).
Course 2

(a) Title: ________________________________

(b) Target audience(s): ________________________________

(c) Date course conducted: ________________________________

(d) Number of SLP/AUD course participants: ________________________________

(e) Conducted with another organization: □ Yes □ No
   If yes, please describe your organization’s role in planning, implementing, and evaluating
   the course. Attach and label as Course 2(e).

(f) Findings/analysis used to determine the educational needs of speech-language pathologists
   or audiologists for this course (check all that apply and attach information requested). The
   sources of educational needs checked here should be consistent with responses to items 5-1
   and 5-2.
   □ Interviewed content experts (attach findings and label as Course 2(f))
   □ Conducted focus groups (attach findings and label as Course 2(f))
   □ Surveyed sample population (attach analysis and label as Course 2(f))
   □ Collected education needs from previous course evaluation forms (attach analysis and label as Course 2(f))
   □ New or updated clinical practice guidelines (attach information on the guideline document(s) and label as Course 2(f))
   □ Regulatory requirements (federal, state, or other regulatory body) (attach information on the requirements and label as Course 2(f))
   □ Other (Attach description and findings and label as Course 2(f))

(g) List learning outcome statements specific to speech-language pathology and audiology. If
   the course was offered to a multidisciplinary audience, provide only those learning outcomes specific to speech-language pathology/audiology. Attach and label as Course 2 (g).
(h) Provide time-ordered agenda in the grid below or attach and label Course 2 (h). If the course is self-study or blended and is not time-ordered; submit an outline, a syllabus, a table of contents or some other document that provides details on how the course is structured.

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For example, to calculate the ASHA CEUs for a course with 215 contact minutes

4. Calculate contact hours: 215 minutes/60 minutes = 3.58 contact hours
5. Convert contact hours to ASHA CEUs: 3.58 contact hours/10 = 0.35
6. Round down to nearest hour or half-hour = 0.35 ASHA CEUs

(j) Learner assessment strategies used (check all that apply):

- [ ] Performance demonstration
- [ ] Written or oral exam
- [ ] Question and answer session(s)
- [ ] Written report
- [ ] Completion of a project
- [ ] Self-assessment
- [ ] Other (Attach description and label as Course 2(j))
(k) Provide samples of any form(s) used (i.e., participant, instructor, program planner, etc.) to evaluate the course. Attach and label as Course 2(k).

(l) Provide collated qualitative and/or quantitative results and the analysis performed on the course evaluation data. *The method(s) used to prepare program evaluation data for analysis should be consistent with your response to item 12-5.* Attach and label as Course 2(l).

(m) List the changes your organization has made to its CE program and/or courses in response to the results of the program evaluation analysis. Attach and label as Course 2(m).

(n) Provide course promotional materials. The promotional materials must include required disclosures (e.g., instructional personnel, course content and financial and in-kind disclosure statements). If the promotional materials did not include required disclosures, please create the applicable disclosures and include with promotional materials. For guidance, please go to [http://www.asha.org/CE/for-providers/Guidelines-for-Advertising-Promoting-or-Announcing-Courses-Offered-for-ASHA-CEUs/](http://www.asha.org/CE/for-providers/Guidelines-for-Advertising-Promoting-or-Announcing-Courses-Offered-for-ASHA-CEUs/) Attach and label as Course 2(n).
Course 3

(a) Title: ________________________________________________________________

(b) Target audience(s): ____________________________________________________

(c) Date course conducted: ________________________________________________

(d) Number of SLP/AUD course participants: _________________________________

(e) Conducted with another organization:  Yes  No
   If yes, please describe your organization’s role in planning, implementing, and evaluating
   the course. Attach and label as Course 3(e).

(f) Findings/analysis used to determine the educational needs of speech-language pathologists
   or audiologists for this course (check all that apply and attach information requested). The
   sources of educational needs checked here should be consistent with the responses to items
   5-1 and 5-2.
   □ Interviewed content experts (attach findings and label as Course 3(f))
   □ Conducted focus groups (attach findings and label as Course 3(f))
   □ Surveyed sample population (attach analysis and label as Course 3(f))
   □ Collected education needs from previous course evaluation forms (attach
     analysis and label as Course 3(f))
   □ New or updated clinical practice guidelines (attach information on the
     guideline document(s) and label as Course 3(f))
   □ Regulatory requirements (federal, state, or other regulatory body) (attach
     information on the requirements and label as Course 3(f))
   □ Other (Attach description and findings and label as Course 3(f))

(g) List learning outcome statements specific to speech-language pathology and audiology. If
   the course was offered to a multidisciplinary audience, provide only those learning
   outcomes specific to speech-language pathology/audiology. Attach and label as Course 3
   (g).
(h) Provide time-ordered agenda in the grid below or attach and label Course 3 (h). If the course is self-study or blended and is not time-ordered; submit an outline, a syllabus, a table of contents or some other document that provides details on how the course is structured.

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(j) Learner assessment strategies used (check all that apply):

- Performance demonstration
- Written or oral exam
- Question and answer session(s)
- Written report
- Completion of a project
☐ Self-assessment
☐ Other (Attach description and label as Course 3(j)).

(k) Provide samples of any form(s) used (i.e., participant, instructor, program planner, etc.) to evaluate the course. Attach and label as Course 3(k).

(l) Provide collated qualitative and/or quantitative results and the analysis performed on the course evaluation data. The method(s) used to prepare program evaluation data for analysis should be consistent with your response to item 12-5. Attach and label as Course 3(l).

(m) List the changes your organization has made to its CE program and/or courses in response to the results of the program evaluation analysis. Attach and label as Course 3(m).

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Complete and return with application.

Requirement: Cooperative Offerings

As an ASHA Approved Continuing Education (CE) Provider, your organization may wish to conduct cooperative offerings. A cooperative course/offering(s) is when an ASHA Approved CE Provider joins with an organization or entity that is not an ASHA Approved CE Provider to plan, deliver, and evaluate a continuing education course/offering(s) for ASHA continuing education units (CEUs). ASHA CE considers a course/offering(s) cooperative if another party or entity is not part of the organization that has been approved as the ASHA Approved CE Provider, as detailed in the application to become an ASHA Approved CE Provider.

Conducting cooperative offerings is optional. Some ASHA Approved CE Providers do not conduct cooperative offerings. Others conduct only a select number of cooperative offerings per year. Providers who agree to conduct cooperative CE offerings must ensure that any other organization(s) not categorized as ASHA Approved CE Providers adhere to all CEB requirements when planning, delivering, evaluating, and reporting on the course/offering(s). The ASHA Approved CE Provider must be involved in all phases for course planning, delivery, and evaluation.

Please read the CEB Manual excerpts below, which describe the requirements for conducting cooperative offerings.

1. The ASHA CE administrator or a designated staff representative must have direct significant involvement in the planning, conduct, and evaluation of all cooperative CE offerings.

2. The ASHA CE administrator (not a representative of the non-Provider) must complete the course and offering registration and collect the co-op fee (see fee schedule) from the non-Provider.

3. The ASHA CE administrator submits the course and offering registration, accompanying materials, and the co-op fee (see fee schedule) so that it is received by the ASHA CE Registry at least 30 days before the start date of the first course offering.

4. All promotional materials for cooperative CE offerings must identify the ASHA Approved CE Provider and include the ASHA CE brand block with specific information regarding the number of ASHA CEUs being offered, the content area, instructional level, and speaker disclosure information.

5. A Course Offering Report form and ASHA CEU Participant forms (if applicable) must be submitted to the ASHA CE Registry by the ASHA CE administrator so that they arrive in the ASHA CE Registry no more than 45 days after the completion date of the course offering.
6. Providers that conduct cooperative CE offerings with other units or departments within the same institution/organization may be liable for a co-op fee if those units were not described in the original application for CE Provider approval as part of the organization seeking Approved CE Provider status.

**Note:** The ASHA CE administrator should be the one to contact ASHA CE staff with any questions regarding a cooperative offering.

After reviewing the cooperative offering requirements, please respond to the following:

As the approved CE Provider, we agree to serve as a Provider of cooperative offerings.

If approved to be a Provider, we agree to serve as a Provider of cooperative offerings.

☐ Yes
☐ No (If you checked no, please go on to Requirement: Independent Study.)

If approved to be a Provider, we agree to

(a) Adhere to the ASHA CEB requirements (stated above) to determine if a CE course is considered a cooperative offering.

☐ Agree

(b) Develop procedures and timelines to ensure that all CEB requirements are met when working with another organization.

☐ Agree

(c) Inform the organization(s) interested in working with us of our procedures, policies, and fees related to conducting a cooperative offering.

☐ Agree

(d) Work closely with the other organization(s) during the planning, promoting, conducting, and reporting of the course.

☐ Agree

(e) Take full responsibility for ensuring all CEB requirements are met when conducting cooperative offerings.

☐ Agree
Complete and return with application.

Requirement: Independent Study

By becoming an ASHA Independent Study Provider, your organization can offer an additional service to individuals seeking an opportunity to design individualized learning events to meet specific needs.

An independent study course is a learner-initiated and designed educational experience for the enhancement of skills and knowledge in a specific area that is relevant to the discipline of communication sciences and disorders. The learner-proposed independent study plan is reviewed, monitored, and approved by the CE administrator of the ASHA Approved Independent Study Provider.

Please read the CEB Manual excerpts below, which describe the requirements for offering independent study.

An ASHA Approved Independent Study Provider that has agreed to oversee independent studies should follow the process to plan, approve, and file an independent study plan for ASHA Continuing Education Units (CEUs). **Note:** Independent study plans are limited to 2.0 ASHA CEUs (20 clock hours) per plan.

1. Participant decides to engage in independent study.
2. Participant develops a tentative independent study plan.
3. Participant contacts an ASHA Approved Independent Study Provider that has agreed to oversee IS to discuss plan.
4. Provider agrees to monitor/process independent study. Providers may charge participants a fee to monitor and process the independent study plan.
5. Provider and participant follow CEB requirements to plan the independent study.
6. Provider and participant agree on plan and sign the Independent Study Participant Worksheet.
7. Participant completes the independent study experience and submits to the Independent Study Provider all documentation verifying satisfactory completion and related information.
8. The ASHA CE administrator for the Provider verifies satisfactory completion and, if all requirements are met, approves the independent study plan.
9. Provider submits the registration and reporting for the independent study to the ASHA CE Registry no more than 45 days after the completion date of the independent study plan.
10. ASHA CE staff reviews the Independent Study Course Registration to ensure that it meets CEB requirements and awards the participant ASHA CEUs if the participant paid the applicable CE Registry fee.

After reviewing the independent study requirements, please respond to the following:

If approved to be a Provider, we also agree to serve as a Provider of Independent Study courses.

☐ Yes  ☐ No (If you checked no, go on to the CE Provider Agreement.)

(a) If approved to be a Provider, our ASHA CE administrator agrees to complete an ASHA Independent Study Orientation.

☐ Agree

(b) If approved to be a Provider, we agree to inform participants of our procedures, policies, and fees (if applicable) related to the Independent Study plan.

☐ Agree

(c) If approved to be a Provider, we agree to adhere to the CEB Requirements for Providers of Independent Study courses.

☐ Agree

(d) If approved to be a Provider, we agree to refuse any Independent Study plan that was completed before the participant contacted our organization.

☐ Agree

(e) If approved to be a Provider, we agree to verify that each independent study course is relevant to the field of communication disorders and is in compliance with CEB requirements.

☐ Agree
ASHA Approved CE Provider Agreement for ASHA Continuing Education Program

As an ASHA Approved CE Provider, our organization agrees to:

1. Provide accurate and truthful information to ASHA Continuing Education in all transactions to the best of our knowledge.

2. Conduct our operations and continuing education (CE) courses in an ethical manner that respects the rights and worth of the individuals we serve.

3. Provide full and accurate disclosure about our CE courses and fees in our promotions and advertising.

4. Use the ASHA Approved CE Provider brand block without any modifications when advertising CE courses offered for ASHA CEUs.

5. Report to ASHA CE any major organizational or program changes within 30 days that have an impact on the role and mission of the organization and/or administrative unit on which ASHA CE Provider approval is based currently.

6. Report to ASHA CE within 30 days any decision to change the person designated as the ASHA CE administrator. The change requires a letter from the current ASHA CE administrator and/or organization CEO, a new Provider Agreement Form, as well as submission of the replacement's qualifications, vitae, and other support material. ASHA CE reserves the right to request additional documentation as needed to verify the new CE administrator's qualifications. If the replacement is not a member of or certified by ASHA, please submit the same information listed above for the CE Consultant.

7. If accredited or approved by another ASHA approval body, notify ASHA CE within 30 days if our organization is placed on probation or has its accreditation/approval withdrawn for any reason (voluntary or involuntary).

8. Accept CEB-designated monitors in any programs we provide for purposes of monitoring compliance with CEB requirements, and to waive registration fees for such monitors.

9. Furnish requested information, work cooperatively with ASHA CE, and pay fees in a timely manner.

10. Operate within the CEB requirements and the terms of this agreement or relinquish our approval status after due process.

11. Upon notification from ASHA CE, abide by any revision of the CEB requirements, or inform ASHA CE of intentions to withdraw.

12. Abide by the one person contact policy established by ASHA CE. The CE administrator will act as sole liaison between the ASHA Approved CE Provider and ASHA CE.
ASHA Approved CE Provider Agreement (continued)

Organization hereby agrees with all of the foregoing terms and conditions.

As the designated CE Administrator, I have read the CEA job description and understand the role and responsibilities of the CEA. I have read and become familiar with all ASHA Continuing Education Board (CEB) requirements, policies, and procedures, as outlined in the official CEB Manual. I will review the ASHA Continuing Education website throughout each year to remain updated on any revisions to CEB requirements, policies, procedures, and guidelines.

Signature:  Designated ASHACE administrator Date

Print/Type CE administrator name Title

CE administrator phone number CE administrator E-mail

Please complete the following only if the CE administrator is not a member of or certified by ASHA:

ASHA CE Content Consultant Agreement

As the proposed CE Content Consultant, I have read the CE Content Consultant job description and understand my role and responsibilities. I agree to:

1. Serve in an advisory capacity to the CE administrator and be involved in all course planning, implementation, and evaluation.

2. Ensure that all course content and learning outcomes are related to the sciences as they pertain to speech-language pathology, audiology, speech/language/hearing sciences, and/or the contemporary practice of speech-language pathology and audiology.

Signature:  Designated ASHA CE content consultant Date

Print/Type CE content consultant name Title

CE content consultant phone number E-mail address
Signatures and Confirmations

Person completing form: ____________________________________________________________

Title: __________________________________________________________________________

Signature of above-named person: __________________________ Date: ______________

I have read this application in its entirety and attest to the accuracy of its content. Upon notification of approval as an ASHA Approved CE Provider, I agree to uphold the policies and procedures of the ASHA Continuing Education Board (CEB) as stipulated in this application.

Name of ASHA CE administrator: __________________________________________________

Street address: __________________________________________________________________

City: __________________________ State: _______ Zip: ______________

Country: ________________________________________________________________________

Telephone number: ______________________ Fax number: ____________________________

E-mail address: __________________________________________________________________

Signature of ASHA CE administrator: __________________________ Date: ______________
Attention: Organizations offering continuing education courses in Auditory Integration Therapy (AIT), Facilitated Communication (FC) and Rapid Prompting Method (RPM)

The American Speech-Language-Hearing Association has position statements related to AIT, FC and RPM that may impact continuing education providers who offer courses in this area.

ASHA CE will register courses and grant ASHA CEUs for presentations that address research in AIT. ASHA CE will not register courses or grant ASHA CEUs for courses that promote, encourage or demonstrate how to practice AIT.

You are encouraged to read this position statement. The statements may be found on ASHA’s Website. The document title is: Auditory Integration Training Position Statement

ASHA's position is that Facilitated Communication (FC) should not be used because there is no scientific evidence of its validity, and extensive evidence that the "facilitator" is authoring messages. Furthermore, there is extensive evidence of harms related to the use of FC.

ASHA's position is that Rapid Prompting Method (RPM) is not recommended because of prompt dependency, and the lack of scientific validity. RPM is another facilitator-dependent technique with many similarities to FC.

ASHA CE offers the following guidelines to ASHA Approved CE Providers:
- ASHA Continuing Education (CE) will not accept, register, or grant ASHA CEUs for courses that promote, encourage, or demonstrate how to practice FC or RPM.
- Courses that report on research findings in FC or RPM may be eligible for ASHA CEUs; however, please talk to your Provider Manager about those courses or sessions prior to advertising them for ASHA CEUs,
**Defining the Organization Applying for ASHA Approved CE Provider Status and the Organizational Chart**

**Why does the application ask for an organizational chart?**

The organizational chart is a visual representation of all the divisions, units, colleges and positions that make up the organization applying for ASHA Approved CE Provider status. The organizational chart is used by ASHA CE to define the organization for which the CE group has responsibility for and oversight of the development and implementation of continuing education.

The organizational chart provides documentation that there is a well-defined organizational structure in which the responsibility and authority for administering CE courses is assigned to a particular group or unit.

**What should your organizational chart illustrate?**

1. Name of organization applying for ASHA Approved CE Provider status and for which the CE unit has responsibility and authority to administer CE courses.
2. Major organizational levels: departments, divisions, units and subunits/Names of each organizational unit or subunit for which your CE Unit conducts CE courses.
   - Relationships between different organizational units or subunits
3. For volunteer organizations, provide committee and governance structure.
4. CE unit and,
   - Relationship of CE administrator to CE Unit
   - Relationship of CE Consultant (if applicable) to CE Unit
   - Relationship of CE advisory board or committee (if applicable) to CE Unit
   - Reporting relationship of the CE administrator to his/her supervisor (if applicable)
5. Date the chart was created or last updated.
National/State Professional Association Example

ABC Professional Association

Executive Board

Board of Trustees

Committees

Committee A

Committee – CE

VP of Continuing Education (CE administrator)

Committee B

Committee D
For-Profit example, where the CE group is responsible for all SLP education offered by the organization

- Name CEO
  - Name Office Manager
    - Name Regional VP
    - Name CFO
    - Name VP-HR
      - Name VP-Continuing Education
        - Event Planner
          - Name SLP Consultant
          - Name AUD Consultant

SLP/AUD Staff (30)
Accounting staff (5)
HR staff (3)
College/University Example where the applicant is a department within the University (that is, the applicant doesn’t create CE for all the university, just a particular department)